

SEC. 4. SCHOOL IMPROVEMENT.

Section 1003(g)(5) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6303(g)(5)) is amended—

(1) in subparagraph (B), by striking “and” after the semicolon;

(2) in subparagraph (C), by striking the period and inserting “; and”; and

(3) by adding at the end the following:

“(D) permitted to be used to supplement the activities required under section 2502.”.

SEC. 5. TEACHER AND PRINCIPAL PROFESSIONAL DEVELOPMENT AND SUPPORT.

Title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended by adding at the end the following:

“PART E—BUILDING SCHOOL CAPACITY FOR EFFECTIVE TEACHING AND LEADERSHIP**“SEC. 2501. LOCAL SCHOOL IMPROVEMENT ACTIVITIES.**

“(a) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

“(1) GRANTS.—From amounts made available under section 2504, the Secretary shall award grants, through allotments under paragraph (3)(A), to States to enable the States to award subgrants to local educational agencies under this part.

“(2) RESERVATIONS.—A State that receives a grant under this part for a fiscal year shall—

“(A) reserve 95 percent of the funds made available through the grant to make subgrants, through allocations under paragraph (3)(B), to local educational agencies; and

“(B) use the remainder of the funds for—

“(i) administrative activities and technical assistance in helping local educational agencies carry out this part;

“(ii) statewide capacity building strategies to support local educational agencies in the implementation of the required activities under section 2502; and

“(iii) conducting the evaluation required under section 2503.

“(3) FORMULAS.—

“(A) ALLOTMENTS.—The allotment provided to a State under this section for a fiscal year shall bear the same relation to the total amount available for such allotments for the fiscal year, as the allotment provided to the State under section 2111(b) for such year bears to the total amount available for such allotments for such year.

“(B) ALLOCATIONS.—The allocation provided to a local educational agency under this section for a fiscal year shall bear the same relation to the total amount available for such allocations for the fiscal year, as the allocation provided the State under section 2121(a) for such year bears to the total amount available for such allocations for such year.

“(4) SCHOOLS FIRST SUPPORTED.—A local educational agency receiving a subgrant under this part shall first use such funds to carry out the activities described in section 2502(a) in each lowest achieving school served by the local educational agency—

“(A) that demonstrates the greatest need for subgrant funds based on the data analysis described in subsection (b)(3); and

“(B) in which not less than 40 percent of the students enrolled in the school are eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

“(b) LOCAL EDUCATIONAL AGENCY APPLICATION.—

“(1) IN GENERAL.—To be eligible to receive a subgrant under this part, a local educational agency shall submit to the State educational agency an application described in paragraph (2), and a summary of the data analysis conducted under paragraph (3), at

such time, in such manner, and containing such information as the State educational agency may reasonably require.

“(2) CONTENTS OF APPLICATION.—Each application submitted pursuant to paragraph (1) shall include—

“(A) a description of how the local educational agency will assist the lowest achieving schools served by the local educational agency in carrying out the requirements of section 2502, including—

“(i) developing and implementing the teacher and principal evaluation system pursuant to section 2502(a)(3);

“(ii) implementing teacher induction programs pursuant to section 2502(a)(1);

“(iii) providing effective professional development in accordance with section 2502(a)(2);

“(iv) implementing mentoring, coaching, and sustained professional development for school principals and other school leaders pursuant to section 2502(a)(4); and

“(v) providing significant and sustainable teacher stipends, pursuant to section 2502(a)(6);

“(B) a description of how the local educational agency will—

“(i) conduct and utilize valid and reliable surveys pursuant to section 2502(b); and

“(ii) ensure that such programs are integrated and aligned pursuant to section 2502(c);

“(C)(i) a description of how the local educational agency will use subgrant funds to target and support the lowest achieving schools described in section 2501(a)(4) before using funds for other lowest achieving schools; and

“(ii) a list that identifies all of the lowest achieving schools that will be assisted under the subgrant;

“(D) a description of how the local educational agency will enable effective inclusion of children with disabilities and English language learners, including through utilization by the teachers, principals, and other school leaders of the local educational agency of—

“(i) response to intervention;

“(ii) positive behavioral supports;

“(iii) differentiated instruction;

“(iv) universal design of learning;

“(v) appropriate accommodations for instruction and assessments;

“(vi) collaboration skills; and

“(vii) skill in effectively participating in individualized education program meetings required under section 614 of the Individuals with Disabilities Education Act (20 U.S.C. 1414);

“(E) a description of how the local educational agency will assist the lowest achieving schools in utilizing real-time student learning data, based on evidence of student learning and evidence of classroom practice, to—

“(i) drive instruction; and

“(ii) inform professional development for teachers, mentors, principals, and other school leaders; and

“(F) a description of how the programs and assistance provided under section 2502 will be managed and designed, including a description of the division of labor and different roles and responsibilities of local educational agency central office staff members, school leaders, teacher leaders, coaches, mentors, and evaluators.

“(3) DATA ANALYSIS.—A local educational agency desiring a subgrant under this part shall, prior to applying for the subgrant, conduct a data analysis of each school served by the local educational agency, based on data and information collected from evidence of student learning, evidence of classroom practice, and the State's longitudinal data system, in order to—

“(A) determine which schools have the most critical teacher, principal, and other school leader quality, effectiveness, and professional development needs; and

“(B) allow the local educational agency to identify the specific needs regarding the quality, effectiveness, and professional development needs of the school's teachers, principals, and other school leaders, including with respect to instruction provided for individual student subgroups (including children with disabilities and English language learners) and specific grade levels and content areas.

“(4) JOINT DEVELOPMENT AND SUBMISSION.—

“(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall—

“(i) jointly develop the application and data analysis framework under this subsection with local organizations representing the teachers, principals, and other school leaders in the local educational agency; and

“(ii) submit the application and data analysis in partnership with such local teacher, principal, and school leader organizations.

“(B) EXCEPTION.—A State may, after consultation with the Secretary, consider an application from a local educational agency that is not jointly developed and submitted in accordance with subparagraph (A) if the application includes documentation of the local educational agency's extensive attempt to work jointly with local teacher, principal, and school leader organizations.

“SEC. 2502. USE OF FUNDS.

“(a) INDUCTION, PROFESSIONAL DEVELOPMENT, AND EVALUATION SYSTEM.—A local educational agency that receives a subgrant under this part shall use the subgrant funds to improve teacher and principal quality through a system of teacher and principal induction, professional development, and evaluation. Such system shall be developed, implemented, and evaluated in collaboration with local teacher, principal, and school leader organizations and local teacher, principal, and school leader preparation programs and shall provide assistance to each school that the local educational agency has identified under section 2501(b)(2)(C)(ii), to—

“(1) implement a comprehensive, coherent, high quality formalized induction program for beginning teachers during not less than the teachers' first 2 years of full-time employment as teachers with the local educational agency, that shall include—

“(A) rigorous mentor selection by school or local educational agency leaders with mentoring and instructional expertise, including requirements that the mentor demonstrate—

“(i) a proven track record of improving student learning;

“(ii) strong interpersonal and oral and written communication skills;

“(iii) exemplary teaching skills, particularly with diverse learners, including children with disabilities and English language learners;

“(iv) skill in enabling the effective inclusion of diverse learners, including children with disabilities and English language learners;

“(v) commitment to personal and professional growth and learning, such as National Board for Professional Teaching Standards certification;

“(vi) willingness and experience in using real-time data, as well as school and classroom level practices that have demonstrated the capacity to—

“(I) improve student learning and classroom practice; and

“(II) inform instruction and professional growth;